

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thorner's C of E VA Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mike Sitch
Pupil premium lead	Mike Sitch
Governor / Trustee lead	Peter Strange

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,310 N/A

Part A: Pupil premium strategy plan

Statement of intent

- *At Thorner's, the Pupil Premium is an allocation of additional funding to provide bespoke support to specific children who may be vulnerable to possible underachievement and/or miss the full range of cultural and social experiences available to others. This includes pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment as well as remove social and cultural barriers to personal development.*
- *All children in receipt of this funding have different needs and strengths. It is therefore for Thorner's to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*
- *Academically, we want our FSM pupils to work towards the highest academic standards and aim for the most academically elite secondary schools. Over the past 3 years, we have offered extra academic clubs before school. In 2021 100% of FSM leavers passed all their KS2 Teacher Assessments at least at the expected level or higher
In 2022 50% of FSM leavers passed all their KS2 SATs at least at the expected level
In 2023 100% of FSM leavers passed all their KS2 Teacher Assessments at least at the expected level or higher*

*Nationally, Grammar Schools have only 8% of FSM pupils in their schools. Over the past 3 years, we have offered 11+ tuition to all our FSM pupils and In 2020 100% of our FSM leavers obtained a place at Colyton Grammar School
In 2021 50% of our FSM leavers obtained a place at Colyton Grammar School
In 2023 100% of our FSM leavers obtained a place at Colyton Grammar School*

- *Culturally and socially we want our FSM pupils to experience the rich vibrant tapestry of experiences on offer at Thorner's – musical, sporting and cultural.*
- *We do this through providing and monitoring:
free 1-to-1 musical tuition,
free sporting clubs such as sailing, archery, dance and other games/sports participation in school life with roles such as House Captain, School Council and Ethos Council membership
free wrap around care (breakfast club and after school club) to support parents*

paid for extra-curricular activities and trips

These aims rest on the belief that the FSM funding can help to remove barriers to learning and underachievement, enrich the social and cultural life of a child, improve their health and wellbeing and support families who are struggling.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Risk of academic underachievement
2	Risk of partial involvement in extra-curricular activities (transport issues, other siblings, cost)
3	Risk of poor physical and emotional health and wellbeing
4	
5	

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.

schools are now required to demonstrate how their spending decisions are informed by research evidence

Source: DfE website

At Thorner's, we aim to ensure that:

- **teaching and learning opportunities meet the needs of all pupils**
- **Pupil Premium funds are allocated following a needs analysis and in line with current research from .**

We review the Pupil Premium spending strategy annually.

At Thorner's we aim to ensure that:

Our spending strategy is informed by the latest research from:

The National Foundation for Educational Research [recommendations for school leaders on raising disadvantaged pupils' attainment](#) and

The Education Endowment Fund's (EEF): pupil premium guide
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

For example, we use a tiered approach:

focusing on 3 areas of activity that are most effective at narrowing the attainment gap.

This tiered approach at Thorner's combines:

- staff development to improve teaching targeted academic support
- small group tuition
- wider strategies that support readiness to learn (such as Breakfast Club)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Meet ARE	All FSM pupils to be on track for or to have achieved ARE at the end of KS2
Full involvement in all aspects of school life	Attending clubs in school, involved in all aspects of school life and positions of responsibility
Improved fitness, diet and emotional wellbeing	Improved fitness scores in our PE assessment, good uptake of school meals and Breakfast Club sessions and positive responses to surveys about health and wellbeing

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> CPD 	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>Using the National College and working across our Collaboration with other schools, our OFSTED grades for teaching and FSM pupil academic outcomes have been Good</p>	1/3
<ul style="list-style-type: none"> Small group breakfast tuition 	<p>What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p> <p>Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
extra targeted maths or English support	<p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	1/3

	Targeted academic support at primary improves long term life outcomes	
1:1 ELSA sessions	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) Wider strategies to overcome non-academic barriers – in particular post COVID lockdowns	3/1
small group support in class	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) Using the National College and working across our Collaboration with other schools, our OFSTED grades for teaching and FSM pupil academic outcomes have been Good	1/3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) Wider strategies to overcome non-academic barriers – in particular supporting families and logistics	1/2/3
<i>After School Club</i>	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) Wider strategies to overcome non-academic barriers – in particular supporting families and logistics	2/3
<i>Extra Curricular Clubs</i>	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	2/3

	Wider strategies to overcome non-academic barriers – in particular supporting families and covering costs	
<i>Uniforms, trips, milk, shoes, bedding, trip kit list resources</i>	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) Wider strategies to overcome non-academic barriers – in particular supporting families and logistics	1/2/3

Total budgeted cost: £ 8,310

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2023 100% of FSM leavers passed all their KS2 SATs at least at the expected level and higher level pass in Reading (115).

In 2022-23 we received an allocation of £9240.

We spent this on:

- extra targeted maths or English support
- 1:1 ELSA sessions
- small group support in class
- small group additional support
- Funding wrap around care to support parents
- Funding disadvantaged children for school trips
- Funding disadvantaged children for sailing coaching
- Funding disadvantaged children for music lessons
- Funding CPD for TAs (eg to provide literacy and SEND support)
- Funding extra-curricular clubs.
- Buying resources to support eligible children eg books and uniform and laptops